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ABSTRACT

The Tri-I (Innovative, Integrative, Individualized Curriculum)--TRIIC--contains a systematic method to train preschool teachers in using the curriculum for behaviorally handicapped and/or nonhandicapped children. The curriculum is designed to aid teachers in: developing individualized goals for handicapped and nonhandicapped children (assessment/curricular linkage); selecting group lessons to accommodate the individual goals of all children; managing the behaviors of children in the group; and collecting child data to document progress. The assessment curricular linkage component of the model involves frequent child assessment geared to developing individualized student goals. Group lessons are selected to correspond with individual objectives in three skill areas (language, gross motor, and cognitive). Group management techniques include effective group arrangement, delivery of clear directions, and conducting lessons while promoting interaction and maintaining the attention of children of different functioning levels. To maintain up-to-date individualized program plans, data are collected daily on the objectives of all handicapped children. Sample record sheets, and a sample lesson are included. (SW)

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The TRIIC* - Tri-I (Innovative, Integrative, Individualized) Curriculum for Mainstreaming

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The TRIIC Curriculum is a unique and innovative instructional format that takes into account individual needs of all children handicapped and/or non-handicapped, while maintaining group instruction. It contains a systematic method to train preschool teachers in the use of the curriculum.

The TRIIC Curriculum is designed to aid teachers in:

a) developing individualized goals for handicapped and non-handicapped children (assessment/curricular linkage),

b) selecting group lessons to accomodate the individual goals of all children,

c) managing the behaviors of children in the group, and

d) collecting child data to document progress.

Assessment/Curricular Linkage. The initial component of the TRIIC model involves frequent child assessment; the results of which dictate the scope and sequence (curriculum) of instruction on a child-by-child basis. As children (handicapped and nonhandicapped) enter the intervention program, the Learning Accomplishment Profile (LAP) (LeMay, Griffin, & Sanford, 1977) is administered; and, the LAP is repeated at 3-month intervals.

The LAP reports developmental ages in each of eight functional skill areas

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* pronounced TRICK

(fine motor manipulation, fine motor writing, language comprehension, language expression, cognitive counting, cognitive matching, gross motor object movement, and gross motor balance). The results of assessment in each functional skill area are reported as a basal level (age-level at which items are easy for the child) and ceiling level (age-level at which items are difficult for the child). The basal and ceiling levels are expressed as developmental ages in months.

Once developmental levels for the basal and ceiling are identified, the "functioning range" is established. Objectives are chosen for each child that fall within the "functioning range" in each skill area. For example, a child who is functioning in fine motor writing (FMW) between the 30-42 month level may have an objective such as "copying a circle," which is a 36 month level skill. The functioning ranges in each area, and a list of all the objectives chosen for the child are listed on a TRIIC Objective Sheet (see Figure 1). This sheet is updated after every three month diagnostic assessment.

For normally developing children, four functional skill objectives are initially chosen in four different skill areas: fine motor, gross motor, cognitive, and language. In Figure 1 the skills entered under "DATE BEGAN" are initial objectives. Behavioral objectives are written for each skill and entered on the TRIIC Objective Listing (see Figure 2). Mastery of these skills is assessed after two weeks of classroom training. At the end of two weeks, all nonhandicapped children are assessed to determine if they have met the criteria as stated on the TRIIC Objective Sheet. If they have met criteria, objectives are noted under "DATE ACHIEVED" (see Figure 1). Four other functional skill objectives are then chosen for the following two weeks. This procedure continues until the children are re-assessed and new objectives are chosen.

For the handicapped children, objectives are based on individual need. Some children may have three language objectives, one gross motor, one fine

motor, two behavioral, and one independent functioning objective targeted at the same time. The objectives are task analyzed and written on the TRIIC Goal Plan Form (Figure 3). Data is collected daily until the child meets the criterion stated on the TRIIC Goal Plan Form. When an objective is completed a new one is selected. Additional objectives are selected at anytime depending on the needs of the child.

In sum, the Assessment/Curriculum Linkage of TRIIC permits:

a) An individualized curriculum for handicapped and nonhandicapped children;

b) Frequent assessment of intervention impact; and

c) Opportunities to revise curricular objectives as children progress.

Developing individualized goals for handicapped and nonhandicapped children is a necessary but not sufficient step to achieve group individualized instruction. After individual goals are established, a system must be available whereby those goals can be taught in a group context.

Planning Lessons that Include Objectives for All the Children in the Group. Individual objectives selected for each child (both handicapped and nonhandicapped) are listed with a corresponding curriculum code (see Figure 4). This procedure is used in three functional skill areas: cognitive (may include fine motor), language, and gross motor. In order to plan a lesson that meets the needs of all of the children in the group a series of planning steps must be followed:

1) List the objectives for each child in each of the three skill areas: a) language, b) gross motor, and c) cognitive. (A sample listing in language for a class of children at different functioning levels is included in Figure 4.)

2) Locate the curriculum code (Figure 5) corresponding to the objectives

in the TRIIC INDEX (The TRIIC INDEX contains a listing of the number of lessons for each skill or objective in the Bag of TRIICS (card file of lessons).). Figure 5 displays a list of the lessons developed for Language-Receptive.

3) Choose a lesson from the listing and decide whether to a) use it, or b) select another lesson from the listing. (Any of the other curriculum codes corresponding to the objectives for the class of children may be used in the same manner to select a lesson.) Lesson #009 (Figure 6) is appropriate for children with the needs or objectives displayed in Figure 4. It has skills corresponding to the objectives of the children. (Each lesson card included in the Bag of TRIIC's has the skills contained in that lesson on the reverse of the card.)

Management of the Group. Before teaching a lesson, each child's individual need is reviewed. The list of needs or objectives and the lesson card are available during the teaching of the lesson.

A group of 10 children is included in the sample language lesson (see Figure 6). The following are necessary for the management of the group so that each child practices his/her need and also observes the other children:

1) Children are seated in a manner that maximizes each child's attention. (In the lesson described in Figure 6, all of the activity is in one area. The children can sit in a semi-circle around the activity.)
2) Clear directions or rules are given concerning: looking at the teacher or child responding, placement of hands and feet, and following teacher directions. Each child is reinforced for following directions by: a) providing an opportunity to respond, or b) praising good deportment. (This would serve as differential reinforcement to children who are not following the rules of the activity.)
3) Once rules are stated, the lesson is explained step-by-step. A sample

follows: "Since we are talking about animals this week, today we are going to talk about and play with the ducks I have here. I also have ponds of water that ducks like to swim in. Every one will have a turn to play with the ducks. Now let me see, who will be the first to have a turn..."

4) As each child comes up to have his/her turn, the other children in the group observe the activity. A sample of the lesson:

Teacher: "John, find the yellow duck and give it to Sally."

Teacher reinforces John for correct responding.

Teacher: "Sally, you put that duck in the bowl (or pond) that is the same color as the duck."

Teacher reinforces Sally for correct responding.

In these examples, children practice their objective and they also interact with each other.

It may continue:

Teacher: "Rick" and Rick turns his head to the teacher. The teacher reinforces Rick by praising and giving him a duck to hold.

Teacher: Asks Nancy, "What color is Rick's duck?" Nancy: "Red."

The teacher reinforces Nancy for correct responding.

Teacher: "Joey, find the word RED on the easel."

Teacher reinforces Joey for correct responding, then:

Teacher: "Michelle, ask Rick for his duck and put it in the red pond."

The example above is merely a fragment of a lesson in which skills at different levels are being taught to a group of children. Children are being afforded the opportunity for: a) improvement in academics, b) improvement in group behavior, and c) improvement in peer interaction. In sum, Management of the Group in TRIIC includes:

1) Strategies for effective arrangement of a group of children in an instructional lesson.
2) Strategies to deliver clear directions to the group of children; and
3) Strategies for: conducting an academic lesson that includes children of different functioning levels, maintaining interaction between children, and maintaining the attention of all children.

Systematic Data Collection. In order to maintain up-to-date Individual Program Plans (IPP's), data is collected daily on the individual objectives of all handicapped children. In the sample list of objectives and children (see Figure 4), the handicapped children and their Language Objective or need are:

Rick	Responds to Name	_____
Sally	Matches colors	_____
Marcia	Follows simple commands	_____
Michelle	Identifies children in the class	_____
Phil	Responds to in and on	_____

All objectives chosen for handicapped children are written on the TRIIC Goal Plan Sheet and task analyzed as appropriate. A sample completed goal plan can be seen in Figure 3. A goal plan such as this must be assessed daily to meet the requirements of the Criteria section. In this goal plan, the child must perform each step three times correctly during a lesson for three consecutive days. Daily review of the data is necessary to appropriately move the child from one step to the next of the goal plan. In the sample lesson, the child is on Step 3: When the teacher says, "Rick," Rick will turn and look at the teacher for three seconds. Then the teacher will reinforce him verbally and give him a toy. This must be done three times during the lesson. Also, in this lesson there are four other children who must have the data on their goal plans assessed daily. In order to keep this information efficiently, the TRIIC for Mainstreaming utilizes a TRIIC Goal Plan Data Collection Sheet (see Figure 7).

This sheet is placed on a clipboard that is available during the lesson to tally the correct and incorrect responses of each handicapped child in the lesson group. In the sample lesson, Rick has made one correct response (see Figure 7).

In sum, Systematic Data Collection in TRIIC permits:

a) Daily review of each handicapped child's goal plans, and

b) A method to record the data in an efficient manner.

The TRIIC Curriculum for Mainstreaming was developed as one component of a comprehensive service system for behaviorally handicapped and normally developing preschool children. This service system is LEAP Preschool, Learning Experiences ... An Alternative Program for Preschoolers and Parents, funded by HCEEP, SEP funds. This program operates 3 hours per day, 5 days per week, 11 months per year. Over the course of a two-year period, 14 normally developing children (no more than six at one time) and six behaviorally handicapped children were enrolled. Pre-academic and academic outcome data for these children is reported in an article in preparation (Hoyson, Jamieson, & Strain, in preparation).

References

LeMay, D., Griffin, P., & Sanford, A. 1977. Learning Accomplishment Profile - Diagnostic Edition. Chapel Hill: Chapel Hill Training - Outreach Project.

NAME JOHN Birthdate: 8-12-79

Age Range: FMM: 30-42 LN: 24-36 CM: 30-42 GMOM: 42-54 SH: _____

FMW: 30-42 LC: 36-42 CC: -- GMB: 36-48

OBJECTIVE STATEMENT	AGE	CODE	DATE BEGAN	DATE ACHIEVED
Cuts paper with scissors	36	FM20		
Copies a circle from a model	36	FM16	10-28-83	11-21-83
Begins to climb ladder or jungle gym	36	GM21		
Stands on one foot for 8 seconds	36	GM24		
Catches thrown playground ball with arms				
and body	48	GM27a		
Throws ball to specific target	48	GM36		
Names primary colors when asked	36	CRR2	11-2-83	
Labels objects based on verbal informa-				
tion given	36	CRR5		
Points to correct size when named	36	CMR2		
Counts three objects	36	CMR4		
Indicates which object was removed from				
a few others	36	CVM4	10-14-83	
Groups objects that vary only in color	36	CCG3	10-14-83	
Uses three word sentences	33	LE13		
Names objects by use	36	LE18		
Uses Please and Thank you	36	LE24	10-14-83	
Points to unfamiliar pictures	36	LR13		

Figure 1. TRIIC Objective Sheet

SETTING: 1. 1-1 3. Workjobs
2. Groups 4. Other

OBJECTIVE	SETTING	DATE ACCOMPLISHED
When presented with three colors, red, blue, and yellow, the child will name each color when asked. Two times per color, 100% each time.	Lesson Group	
When playground ball is thrown underhand, child will catch ball with arms and body. Three out of three times.	Gross Motor	
When asked questions such as, What do we sit on?, child will name object. Answer 5 different questions correct.	Language Group	

Figure 2. TRIIC Objective Listing

TITLE: Responds to name RELATED OBJECTIVES: Socialization MATERIALS: None

STUDENT: Rick CURRICULUM AREA: Language PRESENT GROUP: Large

OBJECTIVE: When the name "Rick" is spoken by a teacher or child, Rick will turn toward the person that said the name and maintain eye contact for 3 seconds, 3 trials for 3 consecutive days.

PROCEDURE: Do procedure during every group activity. Record data for 3 activities per day.

STEPS:	CORRECTION PROCEDURE:	CRITERION	REINFORCEMENT	SCHEDULE OF REINFORCEMENT
1. The teacher will say "Rick" and physically prompt the child to turn his head toward her.		3 trials correct for 3 consecutive days.	Give child a favorite toy and praise.	Continuous
2. The teacher will say "Rick" and will turn his head toward the teacher.	Teacher will physically prompt child by touching the top of his head.	" "	" "	" "
3. The teacher will say "Rick" and child will turn his head toward the teacher.	" " " " "	" "	Give child any toy and verbal praise.	" "
4. " " " " " "	" " " " "	" "	Verbal praise	" "
5. Child will say "Rick" and the child will turn his head toward the child who called his name.	" " " " "	" "	" "	" "
6. Objective as stated above.				

PROGRAM CHANGE CRITERION: 5 days not meeting criterion unless upward trend GENERALIZATION: Throughout the day

MAINTENANCE: 2 weeks after criterion is met

Figure 3. TRIIC Goal Plan Form

NAME	OBJECTIVE	CURRICULUM CODE
Rick	Responds to name	LR1
John	Points to colors	CRR1
Joey	Points to color word	CRR16
Sally	Matches colors	CVD2
Nancy	Names colors	CRR9
Phil	Responds to in and on	LR9
Jill	Recognizes color words	CRR16
Marcia	Follows simple commands	LR3
Michelle	Identifies children in class	S5
Scott	Reads simple sentences	CRR24

Figure 4. Sample Objective Listing

Curriculum Codes	Lesson Numbers
LR1-24m:	005, 340, 293, 009
LR2-24m:	008, 190, 215, 225, 227, 228, 263, 268, 269, 340, 342, 395, 303, 494, 495
LR3-24m:	004, 016, 028, 038, 081, 082, 100, 129, 139, 184, 185, 213, 215, 263, 342, 294, 479, 516
LR4-24m:	188, 263, 268, 269, 340, 395, 477, 490, 497, 516, 517
LR5-24m:	017, 064, 065, 067, 068, 077, 078, 089, 115, 186, 198, 207, 221, 284, 342, 343, 245, 303, 465, 466, 467, 476, 477, 464, 511
LR6-24m:	043, 044, 078, 114, 165, 186, 207, 216, 263, 395, 472, 517
LR7-24m:	017, 043, 089, 119, 187, 231, 232, 291, 292, 303, 515
LR8-24m:	263, 009
LR9-30m:	063, 067, 068, 077, 078, 143, 191, 192, 197, 198, 206, 342, 517
LR10-33m:	263, 340, 249, 250, 291, 518
LR11-33m:	128, 277, 340, 518
LR12-24m:	027, 165, 237, 280, 281, 283, 284, 274, 343, 518
LR13-36m:	010, 027, 237, 284, 343, 518
LR13a-36m:	291, 292, 511
LR14-36m:	009, 006, 197, 016
LR15-36m:	008, 040, 186, 187, 192, 198, 215, 303, 472, 479, 487, 510, 517
LR16-48m:	010, 477, 491, 516, 517, 518
LR17-48m:	130, 274, 491, 518
LR18-48m:	064, 065, 066, 067, 186, 342, 303, 517
LR19-48m:	291, 292, 511

Figure 5. TRIIC INDEX, LANGUAGE RECEPTIVE

Materials: 5 rubber ducks 2' high, each a different color, 5 bowls of water, the color of the bowls will match the ducks. Words printed; red, green, orange, yellow, blue and sentences; duck is in the water. The duck is on the grass. The duck is on the road. The red duck is in the water. An easal and a table.

Procedure: Children will sit in a semi-circle around the table where the ducks and the bowls of water are setting. The children will be told that they are going to "play with the ducks;" The teacher will call each child up to the front of the room for his or her turn. Using the list of needs, the teacher will ask questions such as: "Find the yellow duck;" Find the word "Red;" "Give the red duck to, Joey;" "Put the blue duck in the blue pond." Each child must have a turn to play with the ducks.

Figure 6. Sample Lesson

Period of Day	Child Name	OBJECTIVE	Week of M	T	W	Th	F
LESSON	Rick	Matches simple objects (5 objects)					
	Marsha	Points to primary colors (red, blue, green, 3 times each)					
	Phil	Matches letters and numerals (5 of each)					
	Michele	Points to 1-5 when named (2 for each number)					
FOLDER	Rick	Copy vertical line from a model (3 with verbal and physical cues)					
	Marsha	Discriminate like and different pictures on a worksheet					
	Phil	Matches letters and numerals in worksheet format					
	Michele	Copies shapes (triangle, square, circle, rectangle)					
SNACK	Rick	Imitates word "cookie" and "juice" given verbal cue "What do you want," (and provide model) give two cues if necessary.					
LANGUAGE	Rick	Responds to name for 3/3 trials					
	Sally	Matches colors (4 of 5 colors)					
	Marsha	Follows simple commands (3 commands)					
	Phil	Responds to in and on					
GROSS MOTOR	Rick	Push a ball given verbal cue (3 trials)					
	Marsha	Catch ball with hands and body (3 trials)					
	Phil	Skip alternating feet (for 3 foot distance)					
	Michele	Jump over three inch rope (3 trials)					
BEHAVIOR	Rick	Complete or carry through 3 tasks in each free play area (physically take child through, fade prompts till independent)					
	Phil	At beginning of each area tell him to "talk nicely to your friends" reinforce intermittently.					
OTHER/ MAINTENANCE	Michele	Identify children in the class (for 10 children)					

Figure 7. TRIIC Goal Plan Data Collection Sheet

Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984)